

CHAPTER II

LITERATURE REVIEW

2.1 Assessment Literacy

International Reading Association (Ira) and National Council Teacher of English (Assessment, Association, & English, 1994) declared that developing assessment is the first step to cultivate the quality of education. Meanwhile, the education perspective was transmitted from emphasizing knowledge to inquiry consisting of independent learning and problem solving inquiry. An inquiry framework changes the role of assessment and the roles of the participant. All school members; students, teachers, school board members, parents, policymakers, and reagents are included in the education development. Each has different roles. Within this framework, assessment is the exploration of how the educational environment and the participants in the educational community support the process of students as they learn to become independent and collaborative thinkers and problem solvers. Inquiry trains the students to gather information from a different source inside the society in order to solve the problem, while triggers the students' critical thinking. By gathering information from social diversity, inquiry provides multiple solutions, so that the teacher can examine the students' learning in both individual and collaboration skills.

While Crusan (2016) defined the knowledge, beliefs, and practices as the literation of assessment, Fulcher (2012) took different definition that consists of; contexts, principles, and practices. He stated that assessment component consists

of; 1) knowledge, skills, and abilities required to design, 2) developing, maintaining or evaluating, 3) large-scale standardized and or classroom-based tests, 4) understanding test processes, 5) and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. Those abilities assign the knowledge, skills, processes, principles, and concepts within wider historical, social, political and philosophical frameworks in order to understand why practices have arisen as they have and to evaluate the role and impact of testing on society, institutions, and individuals.

2.2 Second Language Writing

Writing is an integrative skill and an important, constructive, and a complex process. It is an essential skill in foreign language learning in order to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, research papers, and journals. In addition, writing skills enhance cognitive and linguistic awareness (Al-Mashour, 2003).

Plakans & Gebril (2016) stated that second language writing assessment entails the assimilation from other abilities in an academic framework, including listening and reading. Developing the authenticity of writing assessment of second language writing needs a number of combination tasks from other skills. Performing integrative writing effectively increase on listening-reading-writing tasks reflecting in organizational patterns, coherence, and consistency of test score.

Obeid (2017) concludes that second language writing product has different indicators, including cognitive, proficiency of target language, genre, and cultural.

Additionally, Matsuda & Tardy (2007) had the confidence of a perception that when second language writers yield a writing production, they will carry out the voice of particular background of sociocultural, assumptions, beliefs, values, and expectation.

2.3 Type of Assessment

There are two types of assessment called formative and summative assessment. Both assessments have a dominant effect on teaching and learning progress if the teachers could develop in their works based on the students' proficiency (Black, 1993). Summative assessment brings up the assessment – based evidence of the teacher decision about the whole finished students' task in an event. This assessment is proposed to show the effectiveness of the teaching-learning progress, for instance, to know whether the students are ready to continue to the next level or not (Popham, 2009). In contrast, formative assessment is a progressive assessment used by teachers to adjust their continuing instructional activities, or by students to adjust the ways they are trying to learn something. Nevertheless, it is a powerful improvement orientation, because it is intended to stimulate ameliorative adjustments in teachers' instructional programs or in students' current learning-tactics.

Colby-Kelly & Turner (2007) concluded that there are five kinds of formative assessment; 1) self- and peer- assessment, 2) teacher - student assessment, 3) teacher – group assessment, and 4) teacher class feedback. Conversely, mostly teachers habitually use no one of them, except teacher – students feedback. Based on (McMillan, 2015) there are five steps of formative

goal assessment that with the purpose of improving the students' learning motivation, which is:

1. Establishing criteria for evaluating student learning and understanding;
2. Collecting evidence of student learning and understanding;
3. Providing feedback to students on their progress toward reaching learning targets;
4. Involving students in self and peer assessments; and
5. Using instructional adjustments to help students learn

After two decades, (White, 2009) asserted that assessment in classroom is entailed by three types of assessment: formative, summative and diagnostic. Preceding instruction given by the teacher to check the students' knowledge and skills without grading the result is the definition of diagnostic assessment.

2.4 Teachers' Practices in Assessing Writing

The inconsistency of writing assessment reported fearing the validity and the reliability of assessment (Seker, 2018) At this point, the researcher will comprise the teachers' implementation of writing practices.

2.4.1 Scoring Rubric

Nodoushan (2009) stated assessing students writing is a complicated task for a teacher. Traditionally, a few decades ago, students writing product were assessed in a norm-referenced approach form, an approach that judged the quality of students writing product comparing of other students based on coherence, contextual suitability, grammatical accuracy, and so on. However, another

assessment tool popularly used in the last 21st century named as scoring rubrics (Rezaei & Lovorn, 2010). Rubrics are used to measure the writing proficiency and knowledge based on student's subject of writing.

Finson & Ormsbee (1998) listed two types of rubrics, analytic rubric, and holistic rubric. Analytic rubric is a set of very specific responses to an assessment. A set of points from each part will be gathered to conclude the students' score. Students have to demonstrate their ability to obtain how much their score depends on how accurate (the demonstration) they are. It is usually called as process oriented rather than product oriented. Holistic Rubric is used when a teacher needs to assess the overall student's ability by. It is tended as product oriented rather than process oriented. It gains a total performance score rather than the step of the individual that taken to arrive the final score. In a conclusion, analytic rubric has more complexity rather than holistic rubric in way of assessing.

2. 4. 2 Self and Peer-Assessment

Self-assessment is involved with formative assessment which is assessing students' product by each individual of student. (Andrade et al., 2010). Self-assessment provides the students to improve their work confidently, promotes the effort, and afford students' awareness of their activities (Blue, 1994). Moreover, peer-assessment disposes learners to reflect and identify the quality of works, including writing, test performance, presentations, and others, from the different students at the same level (Topping, 2009). Peer-assessment involves students' responsibility and learning activity, furthermore, it triggers the professionalism in

judgment and responsibility like of the students in a way of assessment (Davies, 2010; Kilic, 2016).

2. 4. 3 Instructor Assessment

Instructor assessment regulates the students' knowledge and ability to consider the students' accomplishment and goals based on the teacher's perspective (C. Chang, Tseng, & Lou, 2012). Besides, instructor assessment contains beneficial feedback from the teacher and motivates the students on their learning process (Alias, Masek, & Salleh, 2015). There is consistency among self-, peer-, and instructor assessment which is reported by P. Sadler & Good, (2006); Sung, Chang, Chiou, & Hou, (2005).

2.4.3 Portfolio Assessment

Lam (2016) cited on Genese & Upshur (1996), explained that portfolio assessment is commonly defined as submitted reports from students that involves their growth, achievements, and efforts in writing process in a form of document. Portfolio assessment can be used to assist formative and summative assessment, depending on the used method that teacher use. A writing portfolio can be converted as a key of assessment tool focusing on progress and process (Klenowski, 2010), but it needs active students to implement, however; to make the students more active, the teacher needs to act as a facilitator or mediator in learning activities (Burner, 2014 cited in Klenowski, 2002)

2.4.3 Alternative Assessment

Hamayan (1995) cited on Navarrete, Wilde, Nelson, and Hrgett (1990), alternative assessment provides techniques and procedures consisting daily instruction from a teacher to students without comparing to individual or groups beyond the students in the classroom. Alternative assessment has a similarity with portfolio assessment, which facilitate the students with progress and process (Klenowski, 2010). Instructor assessment also has a connection with instructor assessment in giving direct feedback in learning process (Alias et al., 2015).

2.5 Importance of Assessment Literacy

Language assessment literacy possibly contains the acquisition of a range of ability related to test-making, scoring skills, and evaluating text in conjunction with the development of a deep understanding about the assessment use within education and society (O'Loughlin, 2013). Webb (2002) outlined there are three definitions of literacy; 1) the whole data average of students' knowledge and skills, 2) clarification of the result what are being assessed, and 3) application of assessment results to improve the students' learning and program effectiveness. Brown & Bailey (2008) confirmed there are ESL writing teachers' obligation recapitulate the seven standards of assessment development for teacher developed by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association (1990):

1. Teachers have a duty to be skilled in choosing assessment methods appropriate for instructional decision

2. Teachers have a duty to be skilled in developing assessment methods appropriate for instructional decision
3. Teachers have a duty to be skilled in administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods.
4. Teachers have a duty to be skilled in using assessment results when making decisions about individual students, planning to teach, developing curriculum, and improving schools.
5. Teachers have a duty to be skilled in developing valid pupil grading procedures which use pupil assessment.
6. Teachers have a duty to be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.
7. Teachers have a duty to be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

ESL teachers have to acquire comprehension of writing assessment such as developing, administering, and scoring writing task (Weigle, 2007). She contended that they need strong understanding and how to develop the assessment based on class condition. Webb (2002) clarified there is a sort of means for assessing the understanding of students, those are: performance assessments, portfolios, individually administered assessments, end-of-chapter tests, quizzes, and observations. For the teacher who has adequate knowledge in assessment practices will effectively use each of these and other forms of assessment, the

benefits and disadvantages, and how each can provide information about student learning based on curriculum standards.

Based on (D. R. Sadler, 1998), there are elements of assessing skill that teachers have to cope in:

1. Greater knowledge about the content or substance of what is to be learned. The teacher is required to master the basic knowledge about the subject they are teaching (for instance, English writing) to recognize instantly whether the student's certain answer is correct or not (for example the generic structure of report text, how to use a conjunction, etc).
2. Teachers need deep knowledge of principles and standards that suitable to the assessment task. The teacher will get an assumption about the students understanding and outcome in response to the teacher's assessment task
3. Experience of evaluative proficiency in making judgments about students' efforts on related tasks. Teachers commonly produce a lot of evaluation in semesters. In addition, as an assessor, they have been gathering some experience, therefore they will be triggered to serve the students to work better by the time.
4. A set of behavior or dispositions towards teaching, as an action facing the students, similarly their talent to make a deal with learners for improving or helping the students to make them better. Furthermore, the teachers' personal attention to the learners who makes judgments offers some help.